



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 12001492
SAU: MSAD 06
School: Frank Jewett School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

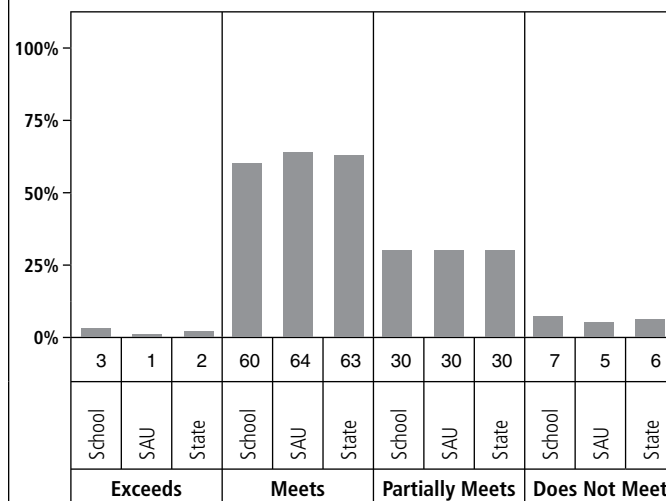
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 06
School: Frank Jewett School

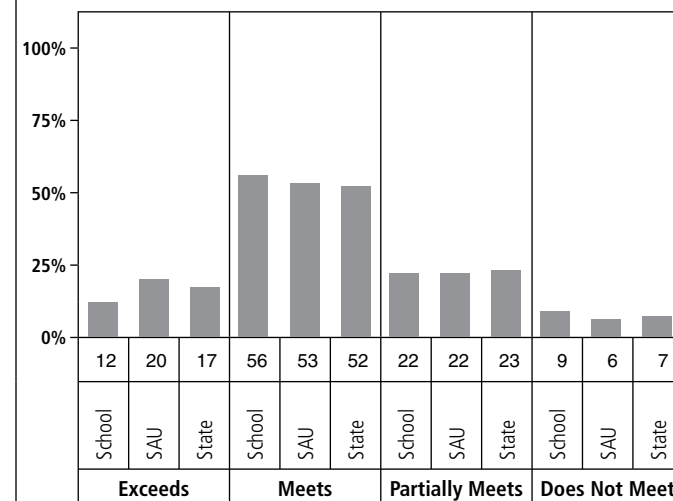
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	347	345	345
2007–2008	345	343	344
2008–2009	343	344	345
Cum. Avg.*	345	344	345
Mathematics			
2006–2007	350	348	347
2007–2008	347	346	347
2008–2009	346	349	348
Cum. Avg.*	348	348	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: MSAD 06
School: Frank Jewett School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	107	100	292	100	13763	100	107	100	291	100	13691	100	107	100	291	100	13691	100						
Ethnicity African American/Black	2	2	4	1	416	3	2	100	4	100	412	99	2	100	4	100	414	100						
American Indian or Native Alaskan	1	1	1	0	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	1	1	2	1	232	2	1	100	2	100	226	97	1	100	2	100	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	103	96	285	98	12846	93	103	100	284	100	12788	100	103	100	284	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	20	19	45	15	2414	18	20	100	44	100	2388	100	20	100	44	100	2388	100						
Current LEP	1	1	2	1	420	3	1	100	2	100	413	98	1	100	2	100	417	99						
Economically disadvantaged	41	38	116	40	5887	43	41	100	115	100	5847	100	41	100	115	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	90	84	246	84	10316	75	90	84	246	84	10355	75						
Identified disability (PET/IEP)	4	4	9	4	437	4	4	4	9	4	445	4						
LEP	1	1	2	1	192	2	1	1	2	1	193	2						
504 plan	1	1	1	0	83	1	1	1	1	0	83	1						
Participation with accommodations	17	16	45	15	3179	23	17	16	45	15	3152	23						
Identified disability (PET/IEP)	16	94	35	78	1757	55	16	94	35	78	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	1	6	10	22	1192	37	1	6	10	22	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	1	0	19	0	0	0	1	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 06
School: Frank Jewett School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	5	6	8	3	332	2
	2007-2008	3	4	4	1	227	2
	2008-2009	3	3	4	1	262	2
	Cum. Total*	11	4	16	2	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	63	72	192	66	8691	63
	2007-2008	49	62	179	57	8403	62
	2008-2009	64	60	186	64	8500	63
	Cum. Total*	176	64	557	62	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	13	15	74	25	3781	27
	2007-2008	20	25	104	33	4018	30
	2008-2009	32	30	87	30	3985	30
	Cum. Total*	65	24	265	30	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	7	8	18	6	1021	7
	2007-2008	7	9	25	8	938	7
	2008-2009	8	7	14	5	748	6
	Cum. Total*	22	8	57	6	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	27.0	58.7	28.0	60.9	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	19.0	59.4	19.6	61.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.0	57.1	8.4	60.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: MSAD 06
 School: Frank Jewett School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	3	3	64	60	32	30	8	7	343	291	1	64	30	5	344	13495	2	63	30	6	345
Ethnicity																						
African American/Black	2										4						402	0	40	41	18	339
American Indian or Native Alaskan	1										1						99	0	64	31	5	343
Asian or Pacific Islander	1										2						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	103	3	3	61	59	32	31	7	7	343	284	1	64	30	5	344	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	9	45	7	35	4	20	339	44	0	45	41	14	340	2194	0	32	50	18	338
No	87	3	3	55	63	25	29	4	5	344	247	2	67	28	3	345	11301	2	69	26	3	346
Current LEP																						
Yes	1										2						406	0	39	41	20	339
No	106	3	3	63	59	32	30	8	8	343	289	1	64	30	5	344	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	41	0	0	21	51	15	37	5	12	340	115	0	55	37	8	342	5721	1	52	39	9	342
No	66	3	5	43	65	17	26	3	5	345	176	2	70	25	3	345	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	107	3	3	64	60	32	30	8	7	343	291	1	64	30	5	344	13489	2	63	30	6	345
Gender																						
Female	55	2	4	30	55	19	35	4	7	343	157	2	65	30	3	345	6568	3	67	26	4	346
Male	52	1	2	34	65	13	25	4	8	343	134	1	63	30	7	343	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	26	0	0	12	46	9	35	5	19	338	73	0	37	52	11	339	2300	0	39	49	11	340
No	81	3	4	52	64	23	28	3	4	344	218	2	73	22	3	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	17	2	12	13	76	2	12	0	0	351	39	8	87	5	0	352	155	11	87	2	0	354
No	90	1	1	51	57	30	33	8	9	341	252	0	60	34	6	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 06
School: Frank Jewett School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 83 12 2	0 2 0 0	0 2 0 0	1 55 7 0	25 64 58 0	3 24 4 0	75 28 33 0	0 5 1 0	0 6 8 100	340 343 342 320	5 85 9 2	0 1 0 0	46 66 67 0	38 29 29 60	15 4 4 40	341 344 344 331	5 80 13 3	1 2 2 1	44 66 61 36	39 28 32 45	16 4 6 18	340 345 344 339
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	46 39 12 3	1 2 0 0	2 5 0 0	31 25 6 1	63 61 46 33	15 12 4 1	31 29 31 33	2 2 3 1	4 5 23 33	343 345 338 336	41 45 11 3	2 2 0 0	69 65 47 30	24 31 44 50	5 2 9 20	345 345 340 337	47 41 9 2	3 1 0 0	68 62 51 30	24 31 41 51	4 5 8 19	346 344 342 338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	23 54 15 9	2 1 0 0	9 2 0 0	10 40 6 3	43 73 40 33	9 12 8 3	39 22 53 33	2 2 1 3	9 4 7 33	342 345 342 334	24 53 16 7	3 1 0 0	59 73 55 29	35 23 39 48	3 3 7 24	343 346 343 336	31 49 14 6	3 2 1 0	63 68 53 43	28 26 39 43	6 3 7 14	345 345 342 340
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 59 25	0 2 1	0 3 4	6 41 13	35 68 52	6 16 10	35 27 40	5 1 1	29 2 4	337 345 342	15 67 18	2 1 2	44 68 63	37 29 31	16 2 4	341 345 344	18 57 25	1 2 1	50 68 61	38 26 31	11 3 6	342 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	17 56 27	0 2 1	0 3 4	6 39 15	35 67 54	6 14 12	35 24 43	5 3 0	29 5 0	337 344 343	16 53 31	0 1 2	42 67 69	42 27 28	16 5 0	339 344 346	15 48 37	0 2 3	38 66 70	48 29 23	14 4 4	340 345 347
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	24 37 17 22	0 3 0 0	0 8 0 0	13 24 10 16	52 62 56 70	10 9 6 6	40 23 33 26	2 3 2 1	8 8 11 4	341 345 340 343	25 34 17 23	0 4 0 0	67 65 56 65	26 26 38 33	7 5 6 2	344 345 342 344	22 46 18 14	3 2 1 0	67 68 56 50	25 26 36 40	4 4 8 10	346 346 343 341
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	45 20 35	1 0 2	2 0 6	28 14 20	61 70 56	13 5 11	28 25 31	4 1 3	9 5 8	343 344 343	44 21 35	1 0 3	63 64 65	29 32 28	7 3 4	343 344 345	29 21 50	1 2 3	56 62 68	36 31 25	7 5 5	343 344 346
Optional school/SAU question A. B. C. D.	0 0 0 0										63 25 13 0	0 0 0 0	60 0 0 0	40 0 100 100	0 100 0 0	348 329 338 338						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 06
School: Frank Jewett School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	13	15	41	14	1985	14
	2007-2008	10	13	36	12	2277	17
	2008-2009	13	12	57	20	2328	17
	Cum. Total*	36	13	134	15	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	51	58	153	52	6990	51
	2007-2008	42	53	158	51	6764	50
	2008-2009	60	56	153	53	7045	52
	Cum. Total*	153	56	464	52	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	20	23	78	27	3673	27
	2007-2008	24	30	100	32	3504	26
	2008-2009	24	22	64	22	3137	23
	Cum. Total*	68	25	242	27	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	4	5	20	7	1193	9
	2007-2008	4	5	18	6	1044	8
	2008-2009	10	9	17	6	997	7
	Cum. Total*	18	7	55	6	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	30.6	63.8	32.3	67.3	31.5	65.6
A. Number	20	42	12.6	63.0	13.3	66.5	12.8	64.0
B. Data	8	17	5.9	73.8	6.0	75.0	6.1	76.3
C. Geometry	8	17	5.4	67.5	5.7	71.3	5.5	68.8
D. Algebra	12	25	6.7	55.8	7.3	60.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: MSAD 06
School: Frank Jewett School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	13	12	60	56	24	22	10	9	346	291	20	53	22	6	349	13507	17	52	23	7	348
Ethnicity																						
African American/Black	2										4						407	7	37	32	24	338
American Indian or Native Alaskan	1										1						99	7	47	38	7	344
Asian or Pacific Islander	1										2						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	103	13	13	57	55	23	22	10	10	346	284	20	52	22	6	349	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	6	30	7	35	7	35	335	44	7	41	30	23	341	2204	6	36	36	22	338
No	87	13	15	54	62	17	20	3	3	349	247	22	55	21	3	351	11303	19	55	21	4	350
Current LEP																						
Yes	1										2						412	7	37	35	21	339
No	106	13	12	59	56	24	23	10	9	346	289	20	53	22	6	349	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	41	3	7	21	51	10	24	7	17	343	115	17	51	23	10	347	5727	10	48	31	12	343
No	66	10	15	39	59	14	21	3	5	349	176	22	53	22	3	351	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	107	13	12	60	56	24	22	10	9	346	291	20	53	22	6	349	13501	17	52	23	7	348
Gender																						
Female	55	4	7	29	53	14	25	8	15	343	157	18	52	22	8	348	6568	16	52	24	8	348
Male	52	9	17	31	60	10	19	2	4	350	134	22	53	22	3	351	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	26	0	0	9	35	11	42	6	23	335	73	1	33	51	15	337	2300	4	43	39	14	340
No	81	13	16	51	63	13	16	4	5	350	218	26	59	12	3	353	11207	20	54	20	6	350
Gifted/talented program																						
Yes	17	8	47	9	53	0	0	0	0	362	39	64	36	0	0	365	155	73	26	1	0	368
No	90	5	6	51	57	24	27	10	11	343	252	13	55	25	7	347	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 06
School: Frank Jewett School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	1	25	0	0	2	50	1	25	343	5	23	23	15	38	341	5	9	38	32	21	340
B. less than one hour	83	11	13	52	60	16	19	7	8	348	85	22	53	22	3	350	80	19	54	22	5	349
C. one to two hours	12	0	0	6	50	5	42	1	8	342	9	4	58	25	13	344	13	16	51	24	9	347
D. more than two hours	2	0	0	0	0	1	50	1	50	324	2	0	20	60	20	334	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	9	26	20	59	3	9	2	6	353	36	30	55	12	3	354	40	25	51	17	7	351
B. good	49	3	6	28	56	12	24	7	14	343	46	16	55	21	8	348	45	14	56	24	6	348
C. fair	14	1	7	7	50	5	36	1	7	344	14	13	43	40	5	345	12	7	49	34	10	343
D. poor	5	0	0	2	40	3	60	0	0	343	4	0	42	58	0	343	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	39	5	12	27	66	6	15	3	7	348	46	24	58	15	3	352	38	23	52	19	5	351
B. They match some of what I have learned.	46	6	13	29	60	11	23	2	4	348	42	16	57	23	4	349	45	16	56	22	6	348
C. They match just a little of what I have learned.	9	1	11	2	22	4	44	2	22	342	8	17	30	35	17	343	12	10	45	33	12	343
D. There is no match.	6	0	0	0	0	3	50	3	50	325	4	9	0	64	27	333	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	26	2	8	11	42	10	38	3	12	342	18	10	50	32	8	345	17	8	45	34	13	342
B. about the same as my regular schoolwork	54	8	15	33	61	10	19	3	6	348	64	23	55	19	4	350	59	19	55	21	5	350
C. easier than my regular schoolwork	20	2	10	10	50	4	20	4	20	345	18	16	45	29	10	347	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	16	0	0	6	38	6	38	4	25	336	13	3	39	47	11	340	15	8	41	35	15	341
B. 30–45 minutes	33	3	9	20	63	7	22	2	6	347	34	22	52	19	8	349	29	16	54	23	6	348
C. 45–60 minutes	17	3	18	11	65	1	6	2	12	349	17	22	57	17	4	350	32	21	55	19	5	350
D. more than 60 minutes	34	6	18	17	52	8	24	2	6	349	36	23	56	17	3	352	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	2	25	2	25	4	50	329	9	26	37	19	19	347	6	6	33	39	23	337
B. two or three days a week	21	2	9	11	50	8	36	1	5	345	17	13	56	27	4	349	12	15	55	22	8	348
C. two or three times each month	33	6	17	23	66	5	14	1	3	351	33	22	55	23	1	351	26	20	56	19	5	350
D. never or almost never	38	4	10	23	58	9	23	4	10	346	41	20	52	21	7	349	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	53	6	11	28	52	16	30	4	7	345	41	16	48	30	6	347	37	14	51	27	9	346
B. two or three days a week	29	4	13	21	70	4	13	1	3	350	34	24	57	15	3	352	27	20	55	19	6	350
C. two or three times each month	10	0	0	8	80	1	10	1	10	349	14	13	69	15	3	352	19	22	53	19	6	350
D. never or almost never	8	2	25	1	13	1	13	4	50	339	11	27	40	17	17	348	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										63	20	20	60	0	345						
B.	0										25	0	0	0	100	317						
C.	0										13	0	0	100	0	334						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number